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ABSTRACT

Intended for use by educators and parents, the workbook is intended to help in the development or expansion of programs for the gifted and talented as required by the California Education Code's AB 1040, effective from 1980 to 1985. After introductory material, the first section provides a detailed interpretive analysis of AB 1040 noting the special emphasis placed on serving gifted and talented pupils from economically disadvantaged and varying cultural backgrounds. Next, the booklet provides a program development flow chart which stresses the gathering of data, decision making, and program implementation. A major section identifies and discusses criteria for effective implementation of gifted/talented programs. Criteria are grouped into the categories of identification, program, curriculum, staff development, parent involvement, and evaluation. A checklist using the same categories is offered next for applying the criteria to program implementation. Sample implementation worksheets for each category are also given. (DB)

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CALIFORNIA ASSOCIATION FOR THE GIFTED

IMPLEMENTATION OF PROGRAMS FOR THE GIFTED/TALENTED:

A Workbook for Educators and Parents

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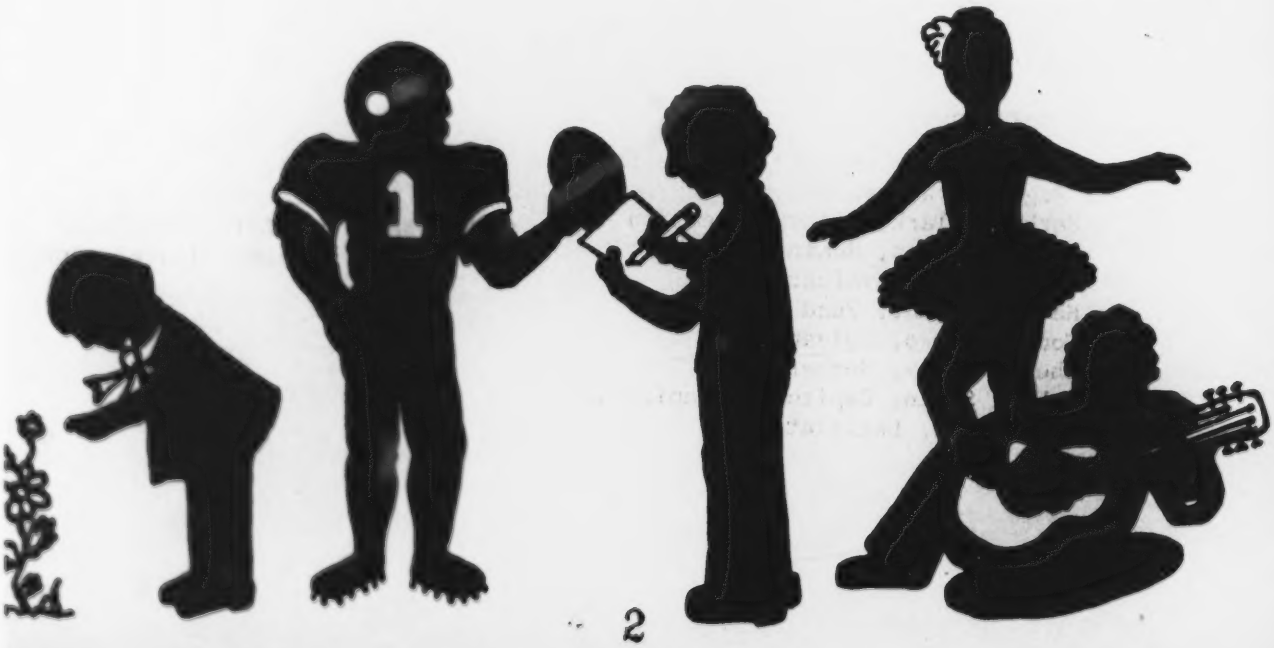

EC 211 784

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PURPOSE FOR THE IMPLEMENTATION OF GIFTED/TALENTED PROGRAMS WORKBOOK

Effective June 30, 1980, the California Education Code that regulated Programs for Mentally Gifted Minors was replaced by AB 1040 and revised to be Programs for Gifted and Talented. As the new legislation takes effect, educators and parents have expressed both excitement and concern over how the schools, districts, and counties will implement AB 1040. The California Association for the Gifted is a service organization which has as its prime objective to assure that quality programs for the gifted/talented exist within the state. This workbook has been developed to provide parents and educators of the gifted/talented with some guidelines to consider as programs for these students are initiated or expanded. The workbook does not answer all the questions, nor does it give any specific answers. This workbook can be the basis for understanding what is needed and for defining what must be included in the implementation of AB 1040 and quality programs for the gifted/talented.

HOW TO USE THIS PUBLICATION

Just as there is no one answer to how to provide for the gifted/talented, there is no one way to use this workbook. The value of this workbook will be determined by the role of the reader, the previous training and knowledge of the reader and the particular needs of the reader. Some parts of the workbook will be more relevant to some readers than to others. Following are some suggested uses for the workbook:

1. as guidelines to plan a program
2. as a guide for assessing or evaluating program plans or actual operating programs
3. as a guide for identifying areas of need for further inquiry and/or information gathering
4. as a guide for discussing the needs of gifted/talented students in faculty meetings, parent meetings, etc.
5. as a guide for determining staff and/or parent inservice needs
6. as a guide for preparing information for dissemination to teachers, parents, community members, and decision makers to stimulate interest in or awareness of gifted/talented education
7. as a guide for making decisions about the personnel and material needs of programs

INTERPRETIVE ANALYSIS OF AB 1040

Allyn Arnold, Coordinator, Programs for Gifted/Talented
Los Angeles Unified School District

This legislation, which becomes operative on June 30, 1980, will remain in effect until June 30, 1985. It was not the intent of the legislature in enacting a "sunset clause" to remove resources from pupils with special needs. Rather, it was the intent to assure a thorough review of programs and the funding source so that these programs most effectively, efficiently, and economically meet the needs of pupils. Therefore, every participating district will share the responsibility to ensure the implementation of quality programs so that the statewide evaluation report recommends continuance of programs for gifted and talented pupils.

Under the expanded definition, participating districts are authorized to offer special services to gifted and talented pupils. The bill places special emphasis on those pupils from economically disadvantaged and varying cultural backgrounds.

Funding support of these services is a $15 million authorization (appropriation is in AB 8) with an annual inflationary increment including $225,000 for program evaluation. For districts with more than 50 participants, funding no longer will be apportioned on a per capita basis. It will now be allotted in the form of a modified bloc grant.

52200.

It is the intent of the legislature, acting in the public interest, to:

a. Support unique opportunities in public schools for high achieving and underachieving pupils who are identified as gifted and talented

   Ensure full participation of pupils from economically disadvantaged and varying cultural backgrounds

b. Improve the quality of existing programs and provide for experimentation in program approach and cost levels

   Provide for diversity of identification at the district level

c. Include the following program goals: (1) provide for differentiated opportunities for learning commensurate with abilities and talents of individuals, (2) offer alternative learning environments, (3) help develop sensitivity and responsibility to others, (4) help develop a commitment to constructive ethical standards, (5) assist in developing self-generating problem-solving abilities, (6) help develop realistic, healthy self-concepts

52201.

a. "Gifted and talented pupil" means those pupils who possess demonstrated or potential abilities that give evidence of high performance capability as defined in 52202.

b. "Program" includes both an appropriately differentiated curriculum provided by the district and the identification of participants.

c. "Participating pupil" refers to an identified pupil who is enrolled in a program for at least one semester in a school year.

52202.

Within standards established by the State Board of Education, districts will define evidence of high performance capability, using one or more of the categories listed below as criteria. It was the intent of the author of the bill to ensure that programs for the intellectual ability pupil be continued and improved. Furthermore, it was intended that programs for the talented could be established to seek out and provide for the needs of those pupils with extraordinary talent. In no way are programs implemented under this authority to become replacements for fine arts programs which have been dropped because of budget restrictions.

- Intellectual Ability could apply to pupils whose general mental development is significantly accelerated beyond that of their chronological peers.
- Creative Ability could apply to pupils who examine assumptions, restructure perceptions, construct new concepts and use them in productive ways.
- Specific Academic Ability could apply to pupils who consistently function at an advanced academic level in a particular subject area.
- Leadership Ability could apply to pupils who, in response to varied situations, are able to exert influence on others either positively or negatively.
- High Achievement could apply to pupils who consistently produce ideas and/or products of excellence.
- Visual and Performing Arts Talent could apply to pupils who evidence exceptional abilities to produce or perform in one or more areas of the fine arts.

52205.

The Superintendent of Public Instruction shall:

a. Approve or deny proposals and apportion funds accordingly

b. Assist districts, upon request, in the design, implementation and evaluation of program

c. Ensure the accountable expenditure of funds

d. Encourage development of locally designed innovative programs

e. Assist districts in development and implementation of staff development programs

f. Assign a high priority to the technical assistance to those districts receiving the greatest total increase in funds.

52206.

- Time requirements are 200 minutes per week for 30 weeks in the school year.
- Within these time options, districts are free to determine the most appropriate curricular components for pupils served. However, there must be an academic component in every program and, where appropriate, instruction in basic skills.

52208.

Districts shall:

- Conduct an annual assessment of the program.
- Develop procedures to assure parent participation in the planning and evaluation of programs.

52209.

Districts may:

a. Conduct programs, seminars, and classes within or beyond the boundaries of the district and provide the necessary personnel and materiel to support such programs.

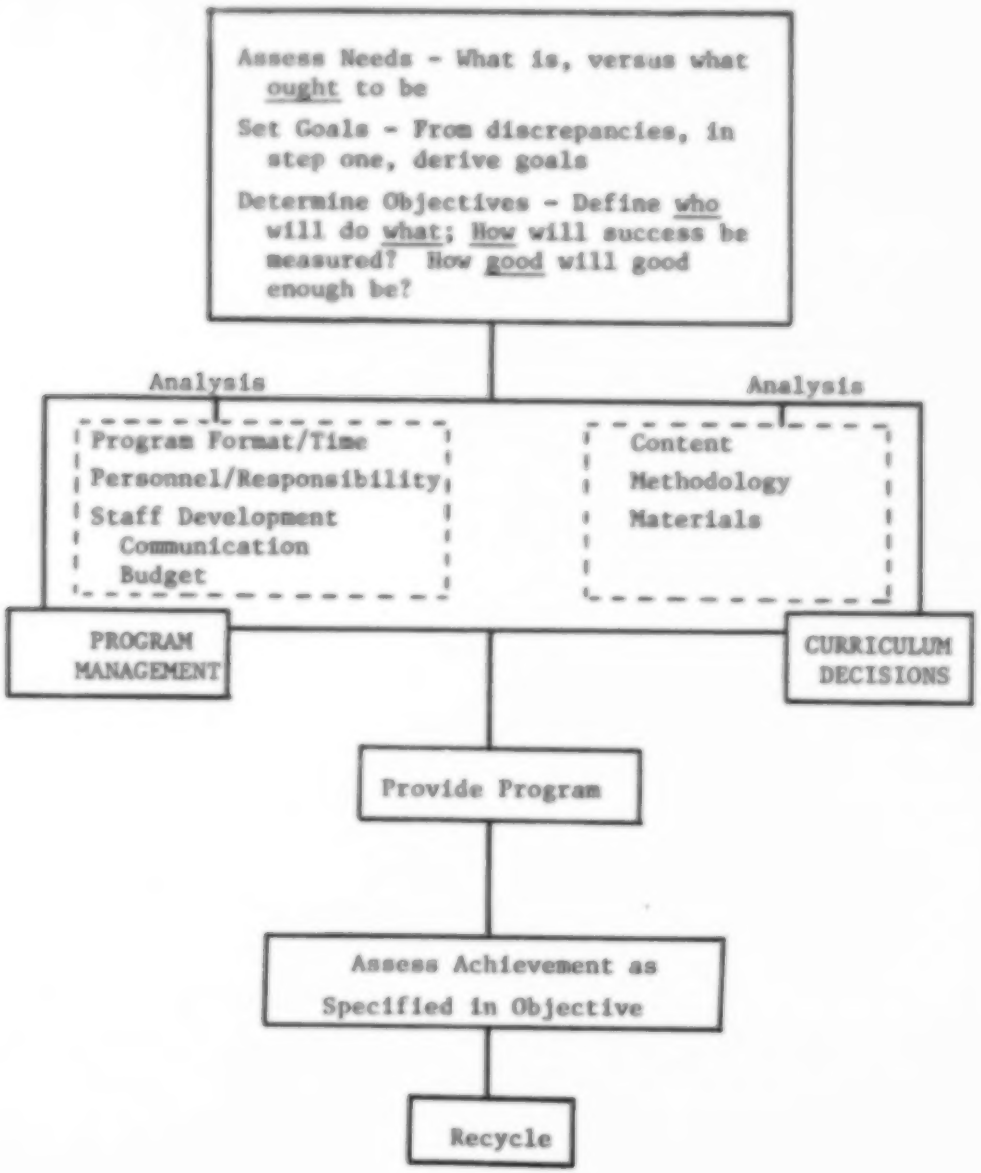
b. Arrange for pupils to attend regularly scheduled programs, seminars, or classes at educational institutions without the loss of average daily attendance; pupils may be transported to such institutions or arrangements for transportation made.

- Moneys shall not be used for field trips; however, a waiver can be granted by the Superintendent of Public Instruction.
- The maximum per pupil expenditure is $250. There is no limit on the number of pupils who can be served so long as the quality of programs is not diminished.
- Unexpended funds may be carried over to the next year.

PROGRAM DEVELOPMENT FLOW CHART

Maxine Schenck, Coordinator, Gifted Programs,
Orange Unified School District

There are many ways to perceive the steps necessary to take to design and implement a program for the gifted/talented. The following flow chart illustrates one procedure for attending to the many steps needed to effect a program for the gifted/talented students within a school, district, or county. It is structured around the idea that data must be gathered, and decisions must be made in a cooperative and creative mode in order to define, and subsequently to implement, the gifted/talented program. Questions such as, How do we start? How do we coordinate our efforts? and What program options will best serve our specific educational needs? can be identified and answered by following the sequence of steps outlined on this chart.



CRITERIA FOR EFFECTIVE IMPLEMENTATION OF GIFTED/TALENTED PROGRAMS

The criteria for effective implementation of gifted/talented programs have been developed to provide educators and parents with a reference for directing their efforts toward establishing and maintaining quality programs for the gifted/talented within the state. The criteria have been grouped into major categories of areas to be considered when planning and providing programs for the gifted/talented. These categories are IDENTIFICATION, PROGRAM, CURRICULUM, STAFF DEVELOPMENT, PARENT INVOLVEMENT, and EVALUATION. Within each category there is a set of suggested items that can be used to give direction to the types of decisions needed to effectively outline each segment of a total program for the gifted/talented. Each item has been labeled as a criterion. Each criterion is followed by a descriptor which defines the item and provides alternative ways to guide its implementation.

It should not be assumed that every program must currently incorporate each item or criterion fully developed. It is recommended that these criteria be used as benchmarks in the on-going process of improving the present dimensions of a program and in adding new dimensions to it.

While reading the criteria, readers should ask themselves the following questions: Are we providing for or including these within our program? Are we considering these for <u>possible inclusion</u> in our program at some later time?

IDENTIFICATION

1. CONTINUE TO SERVE THE INTELLECTUALLY GIFTED.

   Students identified as academically gifted by criteria related to past legislation are still considered to be gifted and are included in the current program for the gifted.

2. EXPAND THE PRESENT GIFTED/TALENTED PROGRAM TO INCLUDE SERVING STUDENTS IN AT LEAST ONE MORE CATEGORY OF THE GIFTED/TALENTED.

   According to Section 52202 of the Education Code that regulates Programs for the Gifted/Talented, the district may choose to identify and serve students "who possess a capacity for excellence far beyond that of their chronological peers" in the categories described below.

   Students whose abilities fall into one or more of the categories below may be considered for the gifted and talented program. When eligibility has been determined, it is not necessary that a student whose abilities fall into one of these categories have a program designed solely for that category. Identified students can be served by a general program for the gifted and talented as long as the students' unique needs are met.

   <u>Intellectual Ability</u> is for students whose general intellectual development is markedly advanced in relation to chronological peers.

Creative Ability is for students who characteristically perceive significant similarities or differences within the environment, challenge assumptions, and produce unique alternative solutions.

Specific Academic Ability is for students who consistently function at highly advanced academic levels in a particular subject area.

Leadership Ability is for students who are able to exert influence on others.

High Achievement is for students who consistently function at high levels in all academic areas.

Visual Arts and Performing Arts Talent is for students who originate, perform, produce, or respond at exceptionally high levels in any of the arts.

Other. This category is for students who have highly specific gifted or talented needs not covered by the above categories

(From Programs for the Gifted and Talented, Los Angeles Unified School District)

3. ESTABLISH SPECIFIC GUIDELINES FOR SCREENING, IDENTIFYING AND PLACING STUDENTS RELATIVE TO THE CATEGORIES OF GIFTED/TALENTED THE DISTRICT HAS SELECTED TO SERVE.

Specific guidelines should include:

- use of explicit definitions for each category of the gifted/talented
- use of appropriate and varied data collection and data analysis techniques
- use of multiple criteria in screening, identifying and documenting students for each category of the gifted/talented

Specific guidelines should also provide for the more effective use of existing data in screening, identifying and/or programming students in the categories of gifted/talented.

Indications of extraordinary ability or talent or the potential for either may be found in any one of the following:

Educational History

school records
prior test data
group intelligence test results
teacher or staff checklist or comments
academic and nonacademic student products
student checklists
autobiographies
peer comments or observations
anecdotal records

Home or Parent

parent interview
parent questionnaire
home visit

Other Indicators

leadership roles
honors or recognition
special talents
formal training or lessons
interests
memberships
hobbies
outstanding achievements, skills, or creative products in art, music, or drama

For the documentation of eligibility in the established categories, additional information as indicated below can be used:

Intellectual Ability

An assessment of intelligence through the administration of an approved intelligence test by a District-employed school psychologist. (Evidence must be established of functioning at the very superior range or the potential for such functioning as indicated by subtest analysis, intratest scatter, or observations of behavior during evaluation.)

Achievement test data

An evaluation of student motivation

Creative Ability

Reports of observations indicating the candidate's ability to question critically, to explore new ideas or invent new ways of doing things, to perceive significant similarities or differences within the student's environment, or some other indication of creative ability

Results of assessment by standardized tests, criterion-referenced tests, or District-developed instruments.

Specific Academic Ability

An anlysis of student products illustrating the specific ability or

Recommendations from teachers or other professionals verifying the degree of excellence and

The results of aptitude or achievement tests.

Leadership Ability

Reports of specific leadership behaviors that have been observed or recorded

Supportive data from instruments that assess leadership skills, such as standardized tests, criterion-referenced tests, or District-developed instruments.

High Achievement

An analysis of the student's pattern of academic achievement

Verification of current achievement or the potential for such achievement by analyzing results of newly administered achievement tests.

Visual Arts and Performing Arts Talent

Evaluation of a demonstration portfolio, an audition, samples or other evidence of proficiency or potential, informal improvisation, or demonstrated talent or self-motivation in the absence of training, as appropriate.

When necessary, evaluation of the student's extraordinary talent by a recognized expert in a specific visual art or performing art.

(From Programs for the Gifted and Talented, Los Angeles Unified School District)

4. RECOGNIZE THE POTENTIAL ABILITIES OF THE POPULATION PRESENTLY SERVED TO IDENTIFY STUDENTS FOR INCLUSION IN OTHER CATEGORIES OF GIFTED AND TALENTED.

It is possible that a student can be multi-talented or be gifted/talented in more than a single category. When this occurs, documentation of multiple talents must be evident.

5. DEVELOP SPECIFIC PROCEDURES TO IDENTIFY CULTURALLY DIVERSE AND EDUCATIONALLY DISADVANTAGED GIFTED AND TALENTED STUDENTS.

It is incumbent on each district to incorporate data collection instruments and techniques that are sensitive to assessing all students that comprise the district's population. Some instruments and techniques that can be used to identify students from culturally diverse and educationally disadvantaged populations are:

- Baldwin Matrix
- Interviewing parents
- Redefining the characteristics of the gifted/talented relative to the educational, social, and economic context in which these characteristics emerge

6. PROVIDE ALTERNATIVE SITUATIONS THAT ALLOW THE CULTURALLY DIVERSE AND EDUCATIONALLY DISADVANTAGED STUDENTS TO DISPLAY THEIR ABILITIES.

Situations that could allow culturally diverse and educationally disadvantaged students to display their abilities include:

- role playing activities related to various subject areas

- problem solving activities related to various subject areas
- simulation activities related to various subject areas
- discussions related to given topics

PROGRAM

1. ESTABLISH A PLAN FOR THE EFFECTIVE MANAGEMENT OF THE GIFTED/TALENTED PROGRAM INCLUDING LINES OF RESPONSIBILITY, PROBLEM RESOLUTION, ETC.

The elements of a written plan may include the following:

Position Statement - States the purposes of the gifted/talented education program

Planning Tasks - Declares needs relative to the gifted/talented population and the agency where the program will take place

Goals/Objectives - Translates purposes and needs into specific goals and objectives for the students and the program

Program - Describes the following characteristics of the program: regulations for identification and placement of students, criteria for teacher selection and participation, specifications for differentiated curricula, descriptions of the program design, procedures for evaluation, and explanations of budgetary considerations

Strategies for Implementation - Describes a step-by-step process for implementing and monitoring the gifted/talented program

According to AB 1040, each district shall designate. . . "a person with responsibility for the development, identification procedure, and implementation of the local program for gifted and talented pupils, fiscal management, and for the collection of auditable records for the independent evaluation." This information should be included in a program plan.

2. ESTABLISH A SET OF COMMONLY ACCEPTED GOALS/OBJECTIVES FOR THE TOTAL GIFTED/TALENTED PROGRAM ALLOWING FOR DIFFERENT MEANS TO ATTAIN THESE OBJECTIVES.

There are certain student and programmatic goals/objectives that any program for the gifted/talented could hold as important ends. These include, but are not limited to, the following:

Student Goals/Objectives

- Acquisition of advanced subject matter
- Mastery of skills such as problem solving, critical thinking, decision making, creative thinking, logic
- Development of techniques for expressing ideas - product development, communication skills, etc.
- Development of attitudes, appreciations, etc.

Programmatic Goals/Objectives

- Effective use of staff, time, facilities, materials
- Cost-effectiveness
- Coordination of program elements

AB 1040 Goals or Elements

- Differentiated opportunities commensurate with the gifted and talented individual's particular abilities and talents
- Acquire skills and understanding of advanced ideologies at creative levels commensurate with their potentials
- Develop sensitivity and responsibility to others
- Develop a commitment to constructive ethical standards
- Develop self-generating problem solving abilities
- Develop realistic, healthy self-concepts

These commonly accepted goals/objectives must be made specific to the category of the gifted/talented and must be attained in a way appropriate to the gifted/talented population that will be served. For example, the advanced subject matter acquired by students gifted and talented in the performing arts must be appropriate for this group. In addition, the program designed to assist students in acquiring this subject matter will be unique for this population. Thus, even though all gifted/talented programs are attempting to reach the same ends, the means to the ends will vary for each category of the gifted/talented, and for each population of students served.

3. MATCH STUDENT GOALS/OBJECTIVES TO THE IMPLEMENTATION OF THE GIFTED/TALENTED PROGRAM PRACTICES.

Of major importance is that the curriculum, instruction, and materials should be congruent with the district's gifted/talented program plan or application. Program practices should reinforce defined and accepted student and programmatic goals/objectives. In other words, there must be a defensible relationship between what students experience in a gifted/talented program and the goals/objectives of that program.

4. COMMUNICATE WITH VARIOUS EDUCATORS AND PARENTS TO ASSURE CONTINUITY OF EACH STUDENT'S PARTICIPATION IN THE GIFTED/TALENTED PROGRAM.

Distinct and effective communication must be established between the following individuals or groups to foster an understanding and assurance of the sequential development of each student's experiences in the gifted/talented program:

- Between the regular classroom teacher and the gifted/talented program teacher
- Between the teacher of various grades or subject levels
- Between gifted/talented program teachers and the school or district specialists (counselors, speech teachers, etc.) and administrators (principals, curriculum specialists, etc.)
- Between gifted/talented program personnel within and between school districts
- Between educators and parents

Some techniques and tools to effect such communication links include:

- Maintenance of a developmental case study
- Samples of student work/performance
- Program checklists
- Student journals, logs

5. SHOW EVIDENCE OF PROGRAM PLANNING RELATED TO INDIVIDUAL STUDENT NEEDS.

Gifted/talented programs should attempt to provide for cooperative teacher, student, and parent planning in developing each learner's educational program. A procedure for planning an instructional design should be outlined. Following are some concerns to be addressed in planning an individualized program:

- Conflict in scheduling alternatives
- Coordination of the various in and out of school environments in which the student will be learning
- Assessment of the student's interests and hobbies
- Recognition of the student's social and personal time demands
- Assessment of the student's needs in the basic learning areas: writing, math, reading

CURRICULUM

1. BASE THE CURRICULUM ON EVIDENCE OF SOME TYPE OF PERSONALIZED ASSESSMENT OF THE STUDENT'S NEEDS NOT MET IN THE REGULAR CLASSROOM CURRICULUM.

All the data gathered and analyzed for the assessment or identification of students for their placement in the gifted/talented program can be used to design a curricular or instructional plan for these students. Teachers should evaluate varied data to determine a student's personalized curricular or instructional program, such as:

- Information pertaining to student interests - biographical sketches, interest inventories, participation in clubs, pursuit of hobbies, parental interviews, etc.
- Information pertaining to educational progress - work samples, indices of achievement, etc.
- Information pertaining to school/district/state curricular guidelines outlined for all students - curriculum framework, unit plans, etc.
- Information pertaining to the goals/objectives of the gifted/talented program - district plan, curricular framework, etc.

2. ASSURE THAT THE CURRICULUM (SUBJECT MATTER, SKILLS, PRODUCTS, AND AFFECTIVE LEARNINGS) ARE RESPONSIVE TO THE GIFTED/TALENTED AND ARE NOT MERELY DIFFERENT FROM THE REGULAR CURRICULUM.

The characteristic differences that distinguish the gifted/talented learner should be reflected in a differentiated curriculum. In other words, if we recognize that gifted/talented students are those who have outstanding ability to form abstract relationships, then the curriculum must include those teaching/learning processes that respond to this ability of gifted learners. Because a learning experience is

different from that provided within the regular curriculum does not mean that it is an appropriate match to the needs and abilities of the gifted/talented learner.

3. PROVIDE CURRICULUM THAT IS NOT LIMITED BY PRE-ESTABLISHED GRADE LEVELS OR MISCONCEPTIONS REGARDING THE NEEDS OF GIFTED/TALENTED STUDENTS.

   Grade level expectations and grade level textbook designations are some factors which affect the gifted/talented student's rate of learning and impose arbitrary ceilings on the learning process. Emphases on simply more and harder rather than appropriately matched curricular provisions are factors that prohibit gifted/talented students from participating in learning experiences that match their needs.

4. DEVELOP CURRICULUM THAT IS BALANCED BETWEEN STUDENT AND DISTRICT SELECTED SUBJECT MATTER, SKILLS, AND PRODUCTS, AND IS DIRECTED TOWARD THE INTRODUCTION OF NEW SUBJECT MATTER, SKILLS, AND PRODUCTS.

   The curricular provisions for the gifted/talented should reflect the current needs of the students as well as school/district expectations held for these students. A program that dictates the curriculum without some concern for the student's ability to make curricular decisions can be detrimental to the learner. An appropriate curricular design, then, is one that allows for some student involvement in determining the curriculum. At the same time, curricular provisions must be developed that assure the introduction of subject matter, skills, and products new to, or beyond the school/district range of expectations for the general student population.

5. DESIGN CURRICULAR AND INSTRUCTIONAL PROVISIONS THAT PERMIT STUDENTS TO BECOME EXPERTS IN AREAS OF THEIR CHOICE.

   The gifted/talented student's ability to become an expert in an area of potential, need and/or interest places a demand on teachers and parents of these students to develop curricular provisions that recognize these considerations:

   - the need for flexibility of time scheduling for learning
   - the identification of and provision for various learning styles
   - the freedom to replace some learning opportunities and relinquish others
   - the need for adequate personnel and resources as supports for the student's learning needs

6. INCLUDE A VARIETY OF INSTRUCTIONAL METHODS IN THE TEACHING/LEARNING PROCESS.

   Teachers and parents must recognize that gifted/talented students have a variety of learning styles that require appropriate matches of teaching

techniques. No one instructional mode can satisfy all of a learner's needs. Instructional modes need to be selected to match both learning styles and the nature of the learning task. Following are instructional modes appropriate for use with gifted/talented students:

- role playing
- discovery
- simulation
- inquiry
- independent study
- programmed materials
- films and other media presentations
- lecture
- experimentation/laboratory

7. CONSTRUCT CURRICULUM THAT INCLUDES THE DEVELOPMENT OF ANY OR ALL OF THESE ELEMENTS: THINKING, FEELING, SENSATION, INTUITION.

Following is a list of some of the types of experiences that can be included within each of the categories:

Thinking - problem solving, decision making, critical thinking, creative thinking, logical thought processes, inquiry skills, etc.

Feeling - constructing ethical standards, recognizing one's abilities, developing sensitivity to others, perceiving oneself and others accurately, fulfilling responsibility to self and others, etc.

Sensation - refers to the use of the physical senses in interpreting or communicating with one's world, for example, the use of hearing or production involving hearing as with music. A person who has a high level of development of the sensing function would be designated as talented.

Intuition - refers to knowing that is holistic, and spatial rather than analytic and rational. Imagery is a good example of the use of intuition.

8. INCLUDE A PLANNED PROCESS WITHIN THE CURRICULUM WHEREBY STUDENTS WILL DEVELOP A VARIETY OF COMMUNICATION SKILLS AND FORMS WITH WHICH TO COMMUNICATE.

Opportunities are needed for students to learn to perform the following skills:

- Ability to translate what is known into appropriate forms of expression
- Ability to express what is known in a form appropriate to a given audience
- Ability to express the same idea in many and varied forms
- Ability to develop the technology and/or techniques necessary to express what is known in various modes

9. USE COMMERCIAL MATERIALS AS ADJUNCTS TO, BUT NOT AS THE SOLE CURRICULUM

The use of commercial materials should not comprise the total of the curriculum for the gifted. Commercial material can be used to introduce a skill or content area or it can be used to reinforce a skill or content area that has already been introduced in the context of some type of teaching/learning process.

STAFF DEVELOPMENT

1. PROVIDE FOR CONTINUOUS STAFF IMPROVEMENT RELATED TO PREDETERMINED COMPETENCIES, CURRICULUM DEVELOPMENT AND AN ANALYSIS OF THE VARIABLES AFFECTING STUDENT PROGRESS.

   In planning staff development experiences consider the following suggested guidelines:

   - Relate each staff development experience to recognized needs of students, teachers, parents and/or program
   - State the objectives for each staff development experience and the expectations for participants as a consequence of their attendance
   - Coordinate the staff development experiences so that they are focused on objectives that can be attained over time
   - Select consultants and other input sources for their relationship to the objectives of the staff development experience and not merely because of their popularity or availability
   - Evaluate the effects of the staff development experience in regards to how the participants perceive themselves as learners as well as how they perceive the staff development experience itself

2. MAKE THE STAFF AWARE OF THE CRITERIA FOR IDENTIFYING CULTURALLY DIVERSE AND EDUCATIONALLY DISADVANTAGED GIFTED/TALENTED STUDENTS.

   It is imperative that effort be directed toward increasing the staff's awareness of criteria for identifying the culturally diverse and educationally disadvantaged gifted/talented students. A concerted effort should be made to provide <u>all</u> staff members with information relative to school and home situations that prohibit and/or facilitate the behaviors associated with the gifted/talented.

3. RECOGNIZE THE RESPONSIBILITY OF INCLUDING ALL MEMBERS OF THE STAFF IN EXPERIENCES THAT MAKE THEM AWARE OF GIFTED/TALENTED STUDENTS AND PROGRAMS.

   There are many techniques that can make a staff aware of the gifted/talented that do not necessitate the scheduling of a formal, structured inservice experience. Some of these include:

   - Circulating newsletters and sharing student work samples
   - Allowing staff members the opportunity to observe and visit gifted/talented programs
   - Using a section of the faculty bulletin board to announce activities and other items of interest concerning gifted/talented students and programs
   - Inviting staff members to attend inservice activities related to gifted/talented education
   - Establishing opportunities for teachers of the gifted/talented to share with other staff members techniques and materials that are successful teaching/learning tools

PARENT INVOLVEMENT

1. DELINEATE SPECIFIC PROCEDURES FOR INVOLVEMENT OF PARENTS ON AN ON-GOING BASIS IN THE DECISIONS AFFECTING THE PLANNING, IMPLEMENTING, AND EVALUATING OF THE GIFTED/TALENTED PROGRAM.

   Some actions that can be taken to assure parent involvement in gifted/talented programs are:

   - Establishing a democratic procedure for the selection and inclusion of parents as members of committees
   - Publicizing the availability of opportunities for parent participation on educational committees
   - Assessing the program plan for specific features that require or would benefit from parental input and involvement
   - Specifying several different types of opportunities and schedules to assure the inclusion of parents who have varied schedules, interests, and areas of talent or expertise

In the past, much of parent participation took the form of meetings in which parents assumed a passive role. They were told about the programs and the curricula. Under AB 1040, it is important for parents to be provided with avenues for input and involvement. Although it may be impractical for every parent to be active, a representative committee can be formed and a communication system established for all.

The process of working with parents at the local school level should include:

PARTICIPATION - Ensure active, meaningful responsibilities for parents in planning and evaluating the program avoiding "after the fact" and "fait accompli" meetings.

ARTICULATION - Provide opportunities for two-way communications to ensure that parents have the means of expressing their ideas regarding programs.

RECOMMENDATION - Establish the understanding from the beginning that parents make recommendations to be included in the decision making process.

EDUCATION - Develop some form of parent inservice training or direct parents to district inservice opportunities. This will help them focus on their role in nurturing the abilities and talents of their children and give them a foundation to participate in the development of program goals and designs.

NARRATION - Communicate in meaningful ways to parents by avoiding technical terms or abbreviations; ensure that program information is clearly publicized.

TRANSITION - Make certain that parents are aware that 1980-81 is a transition year. During this year, we will be improving the current "intellectual ability" program while at the same time exploring ways of identifying and serving students within the new categories including those from economically disadvantaged and varying cultural backgrounds. Numbers of identified students will be carefully monitored to guard against overextending the program.

STIMULATION - Guide parents to greater program involvement and, therefore, to greater program advocacy by making a commitment to their meaningful participation in planning and evaluating programs.

(From Programs for the Gifted and Talented, Los Angeles Unified School District)

2. SPECIFY TYPES OF PARENTAL INVOLVEMENT ACTIVITIES AT BOTH THE DISTRICT AND SCHOOL SITE LEVELS.

Some of the many types of activities that can be offered to parents to assure their involvement in district and/or school programs for the gifted/talented are:

- Advisory committee membership
- Paraprofessional activities - acting as a mentor, tutoring, etc.
- Advocacy activities - working with community members and agencies to promote interest in gifted/talented education, contacting key individuals and decision makers to inform them about, and interest them in, gifted/talented education, preparing materials for dissemination to increase awareness of gifted/talented education, etc.
- Support activities - collecting information sources for students to use, providing for scholarships and other aids and honors through fundraising activities, etc.
- Affiliative activities - becoming involved in organizations and activities to represent the needs and interests of gifted/talented students.

3. CONSIDER PARENT INSERVICE THAT IS RELATED TO AN ASSESSMENT OF PARENTAL NEEDS.

Some of the needs of parents of the gifted/talented that can be met through inservice activities might include:

- Knowledge of gifted/talented students
- Goals and objectives of the gifted/talented program
- Defining the concept of a differentiated curriculum
- Analysis of problems affecting the gifted/talented, such as homework, socialization, over-extension or scheduling of time, poor work habits, and grading

. Role of parent advocates

. Role of the at-home educator of the gifted/talented

4. ESTABLISH AN ON-GOING COMMUNICATION SYSTEM TO APPRISE PARENTS OF THE GIFTED/TALENTED PROGRAM AND THEIR CHILDREN'S PARTICIPATION IN IT.

Of major importance is the need to convey to parents how they can extend the objectives for the gifted/talented child within the home environment. Following is an example of a communication form which attempts to reinforce how the home and school can work together toward the attainment of the specified objectives for a given child.

SCHOOL-TO-HOME-TO-SCHOOL MEMO TO THE PARENTS OF _____

The following objective is currently being emphasized at school. Some of the ways you can help your child attain this objective at home are listed below.

Objective:

While Watching TV	While Taking an Excursion	While Reading	While Having Discussions	Other

EVALUATION

1. ESTABLISH A CLEARLY DEFINED PLAN, INCLUDING TIME LINE, RESPONSIBILITIES, ETC., FOR GATHERING A VARIETY OF DATA THROUGH THE USE OF SUBJECTIVE AND OBJECTIVE TOOLS AND TECHNIQUES.

This plan should include among other items:

. Minimum evaluation standards and criteria

- System for monitoring program
- Comprehensive and coordinated evaluation design that is realistically tailored to program expectations, budgetary constraints, and availability of personnel
- Use of evaluation data for decision making regarding student, teacher, parent, and programmatic needs
- Process for disseminating and reporting the evaluation data

2. COLLECT DATA THAT EVIDENCES STUDENT PROGRESS TOWARD BOTH THE COMMONLY ACCEPTED GOALS/OBJECTIVES OF THE GIFTED/TALENTED PROGRAM AND THE INDIVIDUALIZED GOALS/OBJECTIVES ACCEPTED FOR EACH STUDENT.

   Data should be gathered and analyzed to yield information about the total gifted/talented program as well as information about individual students within the program. This implies that there is a need for some uniform instruments and procedures to evaluate program goals/objectives. In addition, there can be some classroom and/or school selection of instruments to assess individual student performance in relationship to the attainment of specified goals/objectives.

3. COLLECT DATA TO VALIDATE THE DEGREE OF CHANGE IN THE GIFTED/TALENTED PROGRAM RELATIVE TO THE IMPLEMENTATION OF AB 1040.

   The intentions of the legislature for the revision of the Education Code that regulates Programs for Gifted or Talented include the following list. Facts and figures need to be accumulated and interpreted to indicate the degree of achievement of the gifted/talented program in these areas:

   - to improve the quality of existing programs
   - to ensure inclusion of pupils from economically disadvantaged and varying cultural backgrounds
   - to consider the expansion of the identification of students to various categories of the gifted/talented when applicable
   - to include the participation of parents in planning and evaluating programs

CRITERIA FOR EFFECTIVE IMPLEMENTATION OF GIFTED/TALENTED PROGRAMS CHECKLIST

Directions:

Read each item or criterion within the various categories. For each criterion, place an X in one of the boxes—Currently Implementing, Planning to Implement, Not Yet Considered—to indicate the status of the criterion in your gifted/talented program.

When the checklist is completed, assign a value of 2 to each criterion marked in the Implementing column, a value of 1 for each criterion marked Planning to Implement, and a value of 0 for Not Yet Considered. Add up your score.

If your score is 45 or below, think about what needs to be done with the program to make it more effective and more closely in compliance with AB 1040. Use the "Effective Implementation of Gifted/Talented Programs Planning Sheet" (page 24) as a guide in planning to meet these needs.

CRITERIA	STATUS		
	Implementing	Planning to Implement	Not Yet Considered
IDENTIFICATION			
1. Continue to serve the intellectually gifted.			
2. Expand the present gifted/talented program to include serving students in at least one more category of the gifted/talented.			
3. Establish specific guidelines for screening, identifying and placing students relative to the categories of gifted/talented the district has selected to serve.			
4. Recognize the potential abilities of the population presently served to identify students for inclusion in other categories of gifted and talented.			
5. Develop specific procedures to identify culturally diverse and educationally disadvantaged gifted and talented students.			

CRITERIA	STATUS		
	Implementing	Planning to Implement	Not Yet Considered
Identification (continued)			
6. Provide alternative situations that allow the culturally diverse and educationally disadvantaged students to display their abilities.			
PROGRAM			
1. Establish a plan for the effective management of the gifted/talented program including lines of responsibility, problem resolution, etc.			
2. Establish a set of commonly accepted goals/objectives for the total gifted/talented program allowing for different means to attain these objectives.			
3. Match student goals/objectives to the implementation of the gifted/ talented program practices.			
4. Communicate with various educators and parents to assure continuity of each student's participation in the gifted/talented program.			
5. Show evidence of program planning related to individual student needs.			
CURRICULUM			
1. Base the curriculum on evidence of some type of personalized assessment of the student's needs <u>not</u> met in the regular classroom curriculum.			
2. Assure that the curriculum (subject matter, skills, products, and affective learnings) are responsive to the gifted/talented and are <u>not</u> merely different from the regular curriculum.			

CRITERIA	STATUS		
	Implementing	Planning to Implement	Not yet Considered
Curriculum (continued)			
3. Provide curriculum that is not limited by pre-established grade levels or misconceptions regarding the needs of gifted/talented students.			
4. Develop curriculum that is balanced between student and district selected subject matter, skills, and products, and is directed toward the introduction of new subject matter, skills, and products.			
5. Design curricular and instructional provisions that permit students to become experts in areas of their choice.			
6. Include a variety of instructional methods in the teaching/learning process.			
7. Construct curriculum that includes the development of any or all of these elements: Thinking, Feeling, Sensation, Intuition.			
8. Include a planned process within the curriculum whereby students will develop a variety of communication skills and forms with which to communicate.			
9. Use commercial materials as adjuncts to, but not <u>as the</u> sole curriculum.			
STAFF DEVELOPMENT			
1. Provide for continuous staff improvement related to predetermined competencies, curriculum development and an analysis of the variables affecting student progress.			
2. Make the staff aware of the criteria for identifying culturally diverse and educationally disadvantaged gifted/talented students.			

CRITERIA	STATUS		
	Implementing	Planning to Implement	Not Yet Considered
3. Recognize the responsibility of including all members of the staff in experiences that make them aware of gifted/talented students and programs.			

PARENT INVOLVEMENT

1. Delineate specific procedures for involvement of parents on an on-going basis in the decisions affecting the planning, implementing, and evaluating of the gifted/talented program.			
2. Specify types of parental involvement activities at both the district and school site levels.			
3. Consider parent inservice that is related to an assessment of parental needs.			
4. Establish an on-going communication system to apprise parents of the gifted/talented program and their children's participation in it.			

EVALUATION

1. Establish a clearly defined plan, including time line, responsibilities, etc., for gathering a variety of data through the use of subjective and objective tools and techniques.			
2. Collect data that evidences student progress toward both the commonly accepted goals/objectives of the gifted/talented program and the individualized goals/objectives accepted for each student.			
3. Collect data to validate the degree of change in the gifted/talented program relative to the implementation of AB 1040.			

EFFECTIVE IMPLEMENTATION OF GIFTED/TALENTED PROGRAMS PLANNING SHEET

Directions: Select criteria to be included in your program from those rated "Not Yet Considered" on the Criteria for Effective Gifted/Talented Programs Checklist. Use this worksheet for planning for the implementation of the selected criteria.

CRITERIA TO BE INCLUDED IN THE GIFTED/TALENTED PROGRAM		PLANNING OUTLINE		
Category	Item	Needed Action What steps are planned to meet the criterion?	Responsibilities Who will accomplish the task(s) related to the needed action?	Time Line When will the tasks be completed?

IMPLEMENTATION WORKSHEETS

The Implementation Worksheets (pages 26 to 37) are guides for discussing and writing programs for the gifted/talented. The worksheets may also provide direction for a district's planning of identification procedures and programs for the culturally diverse and educationally disadvantaged gifted/talented population, or for the purpose of improving an existing Gifted Talented Program to more nearly fulfill the intents of AB 1040. In either of these cases, certain column headings, or sections of the worksheet may need to be retitled or deleted.

The Implementation Worksheets are <u>one</u> method for discussing, writing and/or expanding a gifted/talented program. All, some, or none of these worksheets may be used by those responsible for planning. Sections of the worksheets may be used within the context of another format better suited to the situation in a given district. Planning participants are encouraged to either reproduce the worksheets as presented or to develop their own planning tools with the idea that a step-by-step format will provide an organizational framework for the overall task at hand.

IMPLEMENTATION WORKSHEET #1: Identification (Sample)

	Gifted/Talented Population Presently Being Served	Expanding to New Categories of the Gifted/Talented	
Category of Gifted/Talented	Intellectual Ability	Creativity	
Definition	advanced general intellectual development	perceive similarities/differences in the environment; produce original solutions	
Identification Criteria (what tools and techniques will be used to identify)	approved intelligence test work samples interview biographical data teacher checklist	creativity checklist review of work samples standardized creativity test	
Assessment Plan (who will do what, when)	analyze data by committee - meeting, Oct. 8 review of student work by teacher - by Oct. 15 conference with psychologist, counselor - week of Oct. 22	reassess intellectually gifted population - week of 10/1 assess students recommended by teachers with creativity checklist - 10/5, 10/8 by teachers interview with students - 10/10, 10/11 - Principal & counselor	
Placement Procedure	write students' goals/objectives	interview students for special project designation	

IMPLEMENTATION WORKSHEET #1: Identification

	Gifted/Talented Population Presently Being Served	Expanding to New Categories of the Gifted/Talented	
Category of Gifted/Talented			
Definition			
Identification Criteria (what tools and techniques will be used to identify)			
Assessment Plan (who will do what, when)			
Placement Procedure			

IMPLEMENTATION WORKSHEET #2: Program *Sample*

Summary of the Assessment of the Gifted/Talented Population	
Category: *Creativity*	
Recognized Abilities	Related Needs
produce original products in written form *identify problems and generate solutions*	*learn to use new modes of creative expression* *learn skills of creative problem solving*

Relationship of Goals/Objectives to Specific Program Components		
Areas	Goals/Objectives to Meet Related Needs	Program Design: Program Components to Fulfill Goals/Objectives
Program	- *To provide instruction in expression of knowledge in varied and creative forms* - *to provide practice in creative problem solving*	*"Production Seminar" within Independent Study course offering* *creative problem solving workshops within Independent Study course*
Student	- *To be able to express knowledge in at least 3 modes: written, verbal, visual, auditory, or kinesthetic* - *To be able to identify and apply skills of creative problem solving*	*Independent Study project that displays knowledge in 3 modes: Modes to be self-selected by student or selected at random on "Product Wheel"* *Ind. Study that illustrates one problem & creative solutions on a "Solve-It Flow Chart"*
Parent	- *To supply resources needed to make child aware of alternative modes of expression*	*Parent check-out system for resource file of products and materials illustrating varying and creative modes of expression.*

IMPLEMENTATION WORKSHEET #2: Program

Summary of the Assessment of the Gifted/Talented Population	
Category:	
Recognized Abilities	Related Needs

Relationship of Goals/Objectives to Specific Program Components		
Areas	Goals/Objectives to Meet Related Needs	Program Design: Program Components to Fulfill Goals/Objectives
Program		
Student		
Parent		

IMPLEMENTATION WORKSHEET #3: Curriculum - Planning Differentiated Curriculum (Sample)

Gifted/ Talented Category	Goals/Objectives	Regular Curriculum's Relationship to Gifted/Talented Goals and Objectives	Differentiated Gifted/Talented Curriculum
Creativity	To provide instruction in expansion of knowledge in varied and creative forms	- develop story and report writing skills in Language Arts - translate information into graphs/ diagrams in Math	Provide motivation in, and experiences to practice, expression in a variety of modes: visual (charts, filmstrips); oral (Reading Tapes, debate); kinesthetic (dance); written (play writing)
Creativity	To provide practice in creative problem solving	use creative questions & techniques in analyzing reading material, e.g. short stories, novels	Apply steps of creative problem solving as an integral part of unit "Space and Technology"

IMPLEMENTATION WORKSHEET #3: Curriculum - Planning Differentiated Curriculum

Gifted/ Talented Category	Goals/Objectives	Regular Curriculum's Relationship to Gifted/Talented Goals and Objectives	Differentiated Gifted/Talented Curriculum

IMPLEMENTATION WORKSHEET #4: Parent Involvement (sample)

Area of Involvement	Type of Involvement		Meeting Schedule	
	Responsibilities	Activities	Date	Place
Program Planning Advisory Committee Meeting	committee member	Assessment of current program status Determination of the categories of gifted/talented to be served Development of program model	11-6-80	Elon School - Auditorium
Program Implementation Review Panel	Chairperson	Plan for school observation of programs to evidence differentiated curricular experiences	between 1/81 and 6/81	schedule of schools and classes to be determined by 12/2/80
Program Evaluation Evaluation Team	participant	To review evaluation instruments to determine their match with objectives of the program	12/4/80 7:30 p.m.	Central Office - Board room

IMPLEMENTATION WORKSHEET #4: Parent Involvement

Area of Involvement	Type of Involvement		Meeting Schedule	
	Responsibilities	Activities	Date	Place
Program Planning				
Program Implementation				
Program Evaluation				

IMPLEMENTATION WORKSHEET #5: Staff Development (Sample)

Goals/Objectives of the Gifted/Talented Program →	Relationship of Goals/ Objectives to Teacher Needs	Relationship of Teacher Needs to Inservice Opportunities		
		Type of Inservice	Leader	Date/Place
To provide instruction in the expression of knowledge in varied and creative forms	ability to teach debating as a form of creative verbal expression	Laboratory	Ms. Scharf - Speech Dept. - UCLA	10/21/80 - District Resource Center
	ability to teach filmstrip production as a form of creative visual expression	Workshop	Mrs. Block - teacher - Elm Elem. School	11/15 and 11/22/80 Elm Auditorium
	ability to teach skills of play writing	Workshop: "Children as Playwrights"	Dr. James - Museum of Performing Arts	1/24 - 2/14/81 Tuesdays Museum of Perf. Arts - Rm 28
To provide practice in creative problem solving	ability to teach skills of creative problem solving	Workshop - "Problem Solving Techniques"	Ms. Jeke - G/T Program Coordinator	10/29/80 Resource Center - Pine School

IMPLEMENTATION WORKSHEET #5: Staff Development

Goals/Objectives of the Gifted/Talented Program	→ Relationship of Goals/ Objectives to Teacher Needs	Relationship of Teacher Needs to Inservice Opportunities		
		Type of Inservice	Leader	Date/Place

IMPLEMENTATION WORKSHEET #6: Evaluation

Sample

Evaluation Flow Chart

	1	2	3	4	5
	Objectives to be Assessed	Utilization of Existing Data	Collection of New Data Techniques/Tools	Analysis of Data	Use of Evaluative Data
STUDENT	To be able to translate knowledge into at least three varied and creative forms.	analysis of Product Review Checklist analysis of "peer-related viewer" questionnaires	use of pre/post teacher-made tests	Tabulation of data to indicate: (a) student growth over time (b) post-instructional abilities	Use data for: (a) Developmental folder (b) Annual evaluation (c) Curriculum development
PROGRAM	To provide students with opportunities for self-selected independent study	analysis of "My Independent Study Log" completed by students	teacher checklist on "Independent Study Abilities"	Evidence of strengths and needs of students	Parent & Student Conference Planning future Independent Study opportunities

IMPLEMENTATION WORKSHEET #6: Evaluation

Evaluation Flow Chart

	1	2	3	4	5
	Objectives to be Assessed	Utilization of Existing Data	Collection of New Data	Analysis of Data	Use of Evaluative Data
			Techniques/Tools		
STUDENT					
PROGRAM					